

Conventions of Drama



Lesson Preparation

Daily Lesson 5	WORD STUDY		READING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	E1.1B	E1.1E	E1.Fig19A,B E1.2B,C E1.4A E1.5B E1.7A	E1.5A
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Understanding new words, concepts, and relationships enhances comprehension and oral and written communication. <p>— How does context affect meaning?</p>		<ul style="list-style-type: none"> Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message. <p>— What techniques do playwrights use in drama?</p> <p>— How do these techniques add meaning?</p>	
Vocabulary of Instruction	<ul style="list-style-type: none"> Denotation Connotation 		<ul style="list-style-type: none"> Comprehension 	
Materials	<ul style="list-style-type: none"> Vocabulary Notebook (1 per student) Dictionary (class set) Thesaurus (class set) Words in context from Reading with positive, negative, or neutral connotations (1 per group) Note card (1 per group) Chart paper (if applicable) 		<ul style="list-style-type: none"> Reader's Notebook (1 per student) Teacher Reader's Notebook (1) Classic play (class set) Chart paper (if applicable) 	
Attachments and Resources				
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Select words from the classic play in Reading that the playwright uses for either the positive, negative, or neutral connotation. Prepare a note card of the word used in context for each group. 		<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Locate Anchor Chart: Reader's Toolbox 	
Background Information	This Instructional Routine partially assesses Performance Indicator: <i>"Write multiple notebook entries that demonstrate knowledge of new</i>			

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	<i>words, their meanings, and origins."</i>	
Teacher Notes		<p>By this point in the unit, students should be familiar with the language of the classic play and the techniques the playwright uses to create meaning. During this Instructional Routine, allow students to experience the Flow of the text by minimizing interruptions as they read, listen to, or view the play. Encourage students to use comprehension skills to monitor their understanding and interpretations.</p> <p>Reading of the play should be complete by Daily Lesson 07. Plan accordingly.</p>

Instructional Routines

Daily Lesson 5	WORD STUDY	READING
Duration and Objective	Suggested Duration: 10 min. <u>Content Objective:</u> Students recognize the connotation of words used in context.	Suggested Duration: 40 min. <u>Content Objective:</u> Students apply comprehension skills to monitor understanding and create meaning while reading a classic play.
Mini Lesson	<ol style="list-style-type: none"> 1. Ask: What is the difference between the denotative and connotative meaning of a word? Discuss responses. 2. Instruct that words do not always carry a particular connotation. Explain how an author can use context clues around the word to present meaning and change or create the connotation of the word. 3. Have students create a three column chart in their Vocabulary Notebook and label columns "<i>Positive</i>," "<i>Negative</i>," and "<i>Neutral</i>." 4. Display the pre-selected word. Think Aloud to determine whether the word has a positive, negative, or neutral connotation based on how it's used in context. Record information in the appropriate column. Brainstorm synonyms for the word to fill in the other two columns. 	<ol style="list-style-type: none"> 1. Ask: What skills and techniques do we use to help comprehend what we read? Discuss responses and add information to Anchor Chart: Reader's Toolbox which are specific to genre of drama. 2. Review with students the literary techniques and devices (i.e., figurative language, dramatic irony, soliloquys, or monologues, etc.) used by the playwright to add meaning, referring to notes in the Reader's Notebook as necessary. 3. Review Timeline students created to ensure understanding of basic elements of the plot. Clarify as needed. 4. Continue reading, listening to, or viewing classic play.
Learning Applications	<ol style="list-style-type: none"> 1. In groups, students determine whether a word has a negative, positive, or neutral connotation based on context. 2. Students determine synonyms for the word to complete the chart in the Vocabulary Notebook. 	<ol style="list-style-type: none"> 1. Students add to information as applicable in the Reader's Notebook.
Closure	<ol style="list-style-type: none"> 1. Each group shares their completed chart with the class. 	<ol style="list-style-type: none"> 1. Ask students to share information they recorded in the Reader's Notebook with the class.